

Kindergarten–Grade 2



San Diego City Schools
Office of Instructional Support
Biliteracy and English Learner Support Department

SAN DIEGO CITY SCHOOLS
Office of Instructional Support
Biliteracy and English Learner Support Department

English Language Development Standards Grades K-2

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Introduction

The English Language Development Standards for San Diego City Schools represent the California English Language Development Standards, and are fully aligned with the English Language Arts Content Standards for California Public Schools. Standards are provided for each grade level in the areas of reading, writing, and listening and speaking.

The ELD Standards call out expectations for five levels of English proficiency, from beginning to advanced. The design of the document reflects the fundamental premise of the ELD Standards: that teachers hold all students to grade-level English Language Arts Content Standards regardless of proficiency level, and use the ELD Standards as instructional scaffolds and interim goals to monitor individual progress. English Language Arts Content Standards appear at the top of the page, while the five levels of English proficiency appear below. Each proficiency level lists ELD Standards that serve as pathways leading toward the achievement of the ELA Content Standard at the top of the page.

Each proficiency level assumes that all prior proficiency levels have been attained, including those from earlier grades. For those students who experience difficulty with the ELD standards at their grade level, instruction on standards from prior grade levels may be necessary. This is especially true for students who enter Grade 2 with a beginning level of proficiency. Depending on previous schooling, students may need instruction in the phonemic awareness, concepts of print, and decoding skills found in the Grade 1 reading standards.

Note that the ELD Standards are bulleted (•), while the English Language Arts Content Standards are numbered (1.2). The advanced proficiency level frequently includes grade-level English Language Arts Content Standards. This is because students at the advanced level of English proficiency are considered proficient in English, and are expected to meet the English Language Arts Content Standards for their grade level. In cases where it is clear that a particular language arts standard can be met before students attain the advanced level, the standard appears at an earlier proficiency level.

Nearly four out of every ten students enrolled in San Diego elementary schools are learning English as their second language. The standards in this document have been designed to encourage the highest achievement for all of these students. Teachers and "[a]dministrators must...work very hard to deliver the appropriate support that English language learners will need to meet the standards."¹

¹*English-Language Arts Content Standards for California Public Schools, Introduction*

KINDERGARTEN

Word Analysis, Fluency, and Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print, Phonemic Awareness, Decoding and Word Recognition, Vocabulary and Concept Development:

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

English Language Development Standards

Advanced

Teachers are to monitor ELLs' acquisition of English and to provide correction so that Kindergarten children working at the advanced ELD proficiency level will have internalized English language skills.

Kindergarten ELA Reading Standards

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Early Advanced

- Read a few simple one-syllable and high frequency words (i. e., sight words).

Kindergarten ELA Reading Standards

- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Intermediate

- Pronounce most English phonemes correctly.
- Recognize an increasing number of simple words in familiar stories.
- Produce phrases and simple sentences to communicate basic needs in social and academic settings.

Kindergarten ELA Reading Standards

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

KINDERGARTEN

Word Analysis, Fluency, and Vocabulary Development

Early Intermediate	<ul style="list-style-type: none">• Produce English phonemes that correspond to phonemes students already hear and produce.• Recognize English phonemes that do not correspond to sounds students hear and produce.• Recognize simple words in familiar stories or games.• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <p><u>Kindergarten ELA Reading Standards</u> 1.10 Identify and produce rhyming words in response to an oral prompt.</p>
Beginning	<ul style="list-style-type: none">• Recognize English phonemes that correspond to phonemes student already hear and produce.• Demonstrate comprehension of simple vocabulary with an appropriate action.• Respond appropriately to some social and academic interactions (e.g. simple question/answer).• Follow along as the teacher reads.

KINDERGARTEN

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text:

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

English Language Development Standards

Advanced *Teachers are to monitor ELLs' acquisition of English and to provide correction so that Kindergarten children working at the advanced ELD proficiency level will have internalized English language skills.*

Kindergarten ELA Reading Standards

2.4 Retell familiar stories.

2.5 Ask and answer questions about essential elements of text.

Early Advanced • Listen and orally respond to stories and texts by restating facts and details to clarify ideas.

Kindergarten ELA Reading Standards

2.1 Locate the title, table of contents, name of author, and name of illustrator.

2.2 Use pictures and context to make predictions about story content.

2.3 Connect to life experiences the information and events in texts.

Intermediate • Respond orally to simple stories and texts by answering factual comprehension questions using phrases or simple sentences.
• Draw and label pictures from own experiences related to a story or topic.
• Write captions of words or phrases for drawings related to a story, including those which illustrate sequence of important events.
• While reading orally in a group, point out basic text features such as title, name of author, and illustrator.

Early Intermediate • Respond orally to simple stories and texts read to them by answering factual comprehension questions using key words or phrases.
• Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).
• Orally identify the basic sequence of text read to them using key words or phrases.
• Write labels for drawings related to a story or topic.
• Know what an author does and what an illustrator does.

Beginning • Respond orally to simple stories and texts read to them by answering factual comprehension questions using one- or two-word responses.
• Identify the basic sequence of events in stories read to them, matching, pointing, and using other non-verbal communication.
• Respond to texts read to them using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

KINDERGARTEN

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD 3.0 Literary Response and Analysis Narrative Analysis of Grade-Level-Appropriate Text: Students listen and respond to stories based on well-known characters, themes, plots, and settings.	
English Language Development Standards	
Advanced	<i>Teachers are to monitor ELLs' acquisition of English and to provide correction so that Kindergarten children working at the advanced ELD proficiency level will have internalized English language skills.</i>
Early Advanced	<u>Kindergarten ELA Reading Standards</u> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). 3.3 Identify characters, settings, and important events.
Intermediate	<ul style="list-style-type: none"> Respond orally to simple texts using phrases and simple sentences. Orally identify setting, major characters, and important events using phrases and simple sentences. <u>Kindergarten ELA Reading Standards</u> 3.1 Distinguish fantasy from realistic text.
Early Intermediate	<ul style="list-style-type: none"> Orally respond to simple stories by answering factual comprehension questions, using keywords or phrases. Orally identify settings, major characters, and important events using keywords and phrases.
Beginning	<ul style="list-style-type: none"> Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses. Draw pictures or use other means of non-verbal communication to identify the setting, major characters, or an important event from simple stories read to them.

KINDERGARTEN

Writing Strategies & Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.O Writing Strategies

Organization and Focus, Penmanship:

Students write words and brief sentences that are legible.

1.O Written English Language Conventions

Sentence Structure, Spelling:

Students write and speak with a command of standard English conventions.

English Language Development Standards

Advanced *Teachers are to monitor ELLs' acquisition of English and provide correction so that Kindergarten students working at the advanced ELD proficiency level will have internalized English language skills.*

Early Advanced Kindergarten ELA Writing Standards
 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Kindergarten ELA Written English Language Conventions Standards
 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Intermediate • Correctly spell some one-syllable, commonly used words (consonant-vowel-consonant).
 • Write captions of words or phrases for drawings related to a story or own experience.

Kindergarten ELA Writing Standard
 1.3 Write by moving from left to right and from top to bottom.

Early Intermediate • Write a few words about an experience generated from a group story during shared and guided writing.
 • Capitalize the first letter when writing own name.
 • Write by moving from left to right.

Beginning • Copy the English alphabet legibly.
 • Copy words posted and commonly used in the classroom.
 • Draw pictures to convey meaning.

KINDERGARTEN

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension:

Students listen and respond to oral communication. They speak in clear and coherent sentences.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

English Language Development Standards

Advanced

Teachers are to monitor ELLs' acquisition of English and to provide correction so that Kindergarten children working at the Advanced ELD proficiency level will have internalized English language skills.

Kindergarten ELA Listening and Speaking Standards

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.3 Relate an experience or creative story in a logical sequence.

Early Advanced

- Is understood when speaking, using consistent standard English grammatical forms and sounds, but may have random errors.
- Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- Ask and answer instructional questions using expanded vocabulary.
- Listen attentively to stories and retell in more detail using descriptive words.

Intermediate

- Is understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence.
- Talk about school related activities using simple sentences.
- Talk about familiar experiences or interests using simple sentences.
- Ask and answer instructional questions using simple sentences.
- Listen attentively to stories/information/discussions and identify key details and concepts using both verbal and non-verbal responses.
- Retell the basic events of familiar stories using simple sentences.

Kindergarten ELA Listening and Speaking Standard

- 1.1 Understand and follow one- and two-step oral directions.

KINDERGARTEN

Listening and Speaking

Early Intermediate

- Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds.
- Orally communicate basic needs (e.g., "May I get a drink?").
- Respond to simple questions using one to two words or simple phrases.
- Respond to familiar stories by using keywords and phrases, appropriate gestures, and illustrative objects.
- Understand and follow simple one-step oral directions to complete a basic classroom task.

Kindergarten ELA Listening and Speaking Standard

2.2 Recite short poems, rhymes, and songs.

Beginning

- Begin to speak with a few words or sentences, using some English phonemes and simple English grammatical forms (e.g., single words or phrases).
- Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "Please").
- Give personal information such as own first and last name.
- Understand names of some familiar people, classroom objects, and locations (e.g., teacher, pencil, bathroom).
- Answer simple questions with one- or two-word responses.
- Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

GRADE 1

Word Analysis, Fluency, and Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print, Phonemic Awareness, Decoding and Word Recognition, Vocabulary and Concept Development:

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

English Language Development Standards

- | | |
|----------|---|
| Advanced | <ul style="list-style-type: none">• Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).• Apply knowledge of academic and social vocabulary to achieve independent reading.• Read narrative texts aloud with pacing, intonation, and expression appropriate for Grade 1. |
|----------|---|

- | | |
|-------------------|--|
| Early
Advanced | <ul style="list-style-type: none">• Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).• Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. |
|-------------------|--|

Grade 1 ELA Reading Standards

- | | |
|------|---|
| 1.10 | Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. |
| 1.11 | Read common irregular sight words (e.g., <i>the, have, said, come, give, of</i>). |
| 1.12 | Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words. |
| 1.13 | Read compound words and contractions. |
| 1.14 | Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). |
| 1.15 | Read common word families (e.g., <i>-ite, -ate</i>). |
| 1.16 | Read aloud with fluency in a manner that sounds like natural speech. |

GRADE 1
Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none"> • Pronounce most English phonemes correctly while reading aloud. • Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. • Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, and text. • Use decoding skills to read more complex (multi-syllabic) words independently. • Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, cooperative activities). <p><u>Grade 1 ELA Reading Standards</u></p> <p>1.1 Match oral words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single-syllable words into their components (e.g. cat = /c/a/t/, splat = /s/p/l/a/t/, rich = /r/i/c/h/).</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p>
Early Intermediate	<ul style="list-style-type: none"> • Produce English phonemes that correspond to phonemes students already hear and produce. • Recognize English phonemes that do not correspond to sounds students hear and produce, including long and short vowels and initial and final consonants. • Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. • Read aloud an increasing number of English words. • Read some simple vocabulary, phrases, and sentences independently. • Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). • Categorize objects by listening to simple oral directions (e.g., sort by color, shape, or size). <p><u>Grade 1 ELA Reading Standards</u></p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p>
Beginning	<ul style="list-style-type: none"> • Recognize English phonemes that correspond to phonemes students already hear and produce. • Demonstrate comprehension of simple vocabulary with an appropriate action. • Read aloud simple words in stories or games. • Produce single words or short phrases to communicate basic needs in social and academic settings (e.g., locations, classroom objects). • Respond appropriately to some social and academic interactions (e.g., simple questions and answers, negotiate play).

GRADE 1

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension

Structural Features of Informational Materials, Comprehension, and Analysis of Grade-Level Appropriate Text:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

English Language Development Standards

Advanced	<p><u>Grade 1 ELA Reading Standards</u></p> <p>2.2 Respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>how</i> questions.</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p>
Early Advanced	<ul style="list-style-type: none"> Read and orally respond to stories and texts by restating facts and details to clarify ideas. <p><u>Grade 1 ELA Reading Standards</u></p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>2.3 Follow one-step written instructions.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p>
Intermediate	<ul style="list-style-type: none"> Read and orally respond to stories and texts by answering factual comprehension questions using simple sentences. Write simple sentences for drawings related to a story including those that illustrate the sequence of events. Restate and follow simple directions for classroom related activities. Use pictures and context to make predictions about story content. <p><u>Grade 1 ELA Reading Standards</u></p> <p>2.6 Relate prior knowledge to textual information.</p>
Early Intermediate	<ul style="list-style-type: none"> Respond orally to simple stories and texts read to them by answering factual comprehension questions using phrases or simple sentences. Identify the basic sequence of text read to them using key words or phrases. Draw pictures and orally respond using key words or phrases to relate student's own experience to a story or topic (e.g., community in social studies). Draw and label pictures related to a story or topic. Understand and follow oral two-step directions for classroom related activities.
Beginning	<ul style="list-style-type: none"> Respond orally to simple stories and texts read to them by answering factual comprehension questions using one- or two-word responses. Identify the basic sequence of events in stories read to them, using pictures or key words. Draw pictures from student's own experience related to a story or topic (e.g., community in social studies). Respond to texts read to them, from a variety of genres, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Understand and follow oral one-step directions for classroom related activities.

GRADE 1

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

English Language Development Standards

Advanced	<ul style="list-style-type: none"> Read and respond both orally and in writing to a variety of children's literature appropriate for Grade 1. <p><u>Grade 1 ELA Reading Standards</u></p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p>
Early Advanced	<ul style="list-style-type: none"> Read and orally identify literary elements of plot, setting, and characters. Read and identify beginning, middle, and end of a story. <p><u>Grade 1 ELA Reading Standards</u></p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p>
Intermediate	<ul style="list-style-type: none"> Use expanded vocabulary and descriptive words for oral and written responses to simple texts. While reading orally in a group, point out the name of the author and the illustrator.
Early Intermediate	<ul style="list-style-type: none"> Orally identify setting, major characters, and important events using simple sentences and vocabulary. Orally respond to stories by answering factual comprehension questions, using simple sentences. Know what an author does and what an illustrator does.
Beginning	<ul style="list-style-type: none"> Draw pictures related to a work of literature identifying setting, major characters, and important events. Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.

GRADE 1

Writing Strategies and Applications

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus, Penmanship:

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

English Language Development Standards

Advanced

- Produce independent writing using correct grammatical forms appropriate to Grade 1.

Grade 1 ELA Writing Standards

- 1.1 Select a focus when writing.

Early Advanced

- Produce independent writing using consistent standard grammatical forms, but some rules may not be in evidence.
- Use a few simple adjectives and conjunctions/connective words (e.g., *then*, *or*, *but*).

Grade 1 ELA Writing Standards

- 1.2 Use descriptive words when writing.
- 1.3 Print legibly and space letters, words, and sentences appropriately.
- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place or event, using sensory details.

Intermediate

- Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.
- Write short narrative stories that include setting and character.
- Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).
- Know a few simple adjectives and conjunctions/connective words (e.g., *then*, *or*, *but*).

Early Intermediate

- Write one to two simple sentences (e.g., "I went to the park.").
- Write simple sentences about events or characters from familiar stories read by the teacher.
- Write simple sentences using key words posted and commonly used in the classroom [e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday.")].

Beginning

- Write a few words or phrases about an experience generated from a group story.
- Write a few words or phrases about an event or character from a story read by the teacher.
- Copy words posted and commonly used in the classroom.
- Copy the English alphabet and (Arabic) numerals legibly.

GRADE 1

Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write with a command of standard English conventions appropriate to this grade level.

English Language Development Standards

- Advanced
- Produce writing that demonstrates a command of the conventions of standard English appropriate for Grade 1.
 - Use complete sentences and correct word order.

Grade 1 ELA Written English Language Conventions Standards

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/mine*, *his/her*, *hers*, *your/s*) in writing and speaking.
- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

- Early Advanced
- Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.
 - Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).

Grade 1 ELA Written English Language Conventions Standards

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

- Intermediate
- Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.
 - Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).
 - Use knowledge of word families to spell words.

Grade 1 ELA Written English Language Conventions Standards

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.

- Early Intermediate
- Use a period or question mark at the end of a sentence.

Grade 1 ELA Written English Language Conventions Standards

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

- Beginning
- Capitalize the first letter when writing own name.

GRADE 1

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication:

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

English Language Development Standards

Advanced

- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation appropriate for Grade 1.
- Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
- Listen attentively to stories/information/group discussions/oral presentations/conversations on new topics and identify key details and concepts both orally and in writing.
- Narrate and paraphrase events in greater detail, using more extended vocabulary.
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").

Grade 1 ELA Listening and Speaking Standard

1.4 Stay on topic when speaking.

Early Advanced

- Is understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
- Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.
- Listens attentively to stories/information/group discussions/oral presentations/conversations on new topics and orally identify key details and concepts.
- Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.

Grade 1 ELA Listening and Speaking Standard

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

1.5 Use descriptive words when speaking about people, places, things, and events.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.

GRADE 1
Listening and Speaking

Intermediate	<ul style="list-style-type: none">• Is understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).• Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.• Retell stories, talk about school related activities, and relate personal experiences using expanded vocabulary, some descriptive words, and paraphrasing.• Listen attentively to stories/information/group discussions/oral presentations/conversations and identify key details and concepts using both verbal and non-verbal responses.• Ask and answer instructional questions using simple sentences.• Restate and follow simple two-step directions for classroom-related activities. <p><u>Grade 1 ELA Listening and Speaking Standard</u> 2.1 Recite poems, rhymes, songs and stories.</p>
Early Intermediate	<ul style="list-style-type: none">• Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).• Orally communicate basic needs (e.g., "May I get a drink?") and personal preferences.• Listen attentively to, and retell familiar stories and short conversations by using key words and phrases, appropriate gestures, and illustrative objects.• Ask and answer questions using phrases or simple sentences.• Understand and follow simple two-step directions for classroom-related activities.• Recite familiar rhymes, songs, and simple stories.
Beginning	<ul style="list-style-type: none">• Begin to speak with a few words or sentences, using some English phonemes and simple English grammatical forms (e.g., single words or phrases).• Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "Please").• Respond to simple questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).• Answer simple questions with one- or two-word responses.• Understand and follow simple one-step directions for classroom-related activities.• Understand the names of common school locations, school personnel, and community workers.• Understand familiar environmental print from school/neighborhood/community.• Give personal information such as own first and last name and age. <p><u>Grade 1 ELA Listening and Speaking Standards</u> 1.1 Listen attentively.</p>

GRADE 2

Word Analysis, Fluency, & Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition, Vocabulary, and Concept Development:

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

English Language Development Standards

Advanced

- Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).
- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Read narrative texts aloud with pacing, intonation, and expression appropriate for Grade 2.

Grade 2 ELA Reading Standards

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.10 Identify simple multiple-meaning words.

Early Advanced

- Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).
- Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.
- Recognize simple antonyms and synonyms in stories or games (e.g., good/bad; big/large).
- Recognize some common compound words.

Grade 2 ELA Reading Standards

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.5 Identify and correctly use regular plurals (e.g., *-s*, *-es*, *-ies*) and irregular plurals (e.g., *fly/flies*, *wife/wives*).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*).

GRADE 2
Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none">• Pronounce most English phonemes correctly while reading aloud.• Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.• Use decoding skills to read more complex (multi-syllabic) words independently.• Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, cooperative activities, mediation of conflicts).• Apply knowledge of content-related vocabulary to discussions and reading.• Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., <i>remove</i>, <i>jumping</i>). <p><u>Grade 2 ELA Reading Standards</u> 1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>
Early Intermediate	<ul style="list-style-type: none">• Produce English phonemes that correspond to phonemes students already hear and produce.• Recognize English phonemes that do not correspond to sounds students hear and produce, including long and short vowels and initial and final consonants.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.• Read aloud an increasing number of English words.• Read some simple vocabulary, phrases, and sentences independently.• Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
Beginning	<ul style="list-style-type: none">• Recognize English phonemes that correspond to phonemes students already hear and produce.• Read aloud simple words in stories or games (e.g., nouns and adjectives).• Demonstrate comprehension of simple vocabulary with an appropriate action.• Produce single words or short phrases to communicate basic needs in social and academic settings (e.g., locations, classroom objects).• Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).

GRADE 2

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension

Structural Features of Informational Materials, Comprehension, and Analysis of Grade-Level-Appropriate Text:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

English Language Development Standards

Advanced

Grade 2 ELA Reading Standards

- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why*, *what if*, *how*).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.

Early Advanced

- Read and orally respond to stories and texts by restating facts and details to clarify ideas.
- Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about the text.
- Read and use detailed sentences to orally answer factual comprehension questions about cause-and-effect relationships in the text.
- Write a brief story summary of three or four complete sentences.
- Locate diagrams, charts, and graphs in texts.

Grade 2 ELA Reading Standards

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.
- 2.8 Follow two-step written instructions.

Intermediate

- Read and orally respond to stories and texts by answering factual comprehension questions using simple sentences.
- Write simple sentences for drawings related to a story, including those which illustrate sequence of events.
- Relate unfamiliar texts to prior knowledge/experiences.
- Understand and follow some multi-step directions for classroom-related activities.
- Using simple phrases or sentences draw inferences about stories read aloud.
- Recognize that texts have different purposes (e.g., to give information, to entertain).
- While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.
- While reading orally in a group, point out diagrams, charts, and graphs.

GRADE 2
Reading Comprehension

Early
Intermediate

- Respond orally to simple stories and texts read to them by answering factual comprehension questions using phrases or simple sentences.
- Orally identify the basic sequence of text read to them using simple sentences.
- Draw pictures and respond orally using key words or phrases to relate student's own experience to a story or topic (e.g., community in social studies).
- Understand and follow simple two-step directions for classroom-related activities.
- Use the content of a story to draw logical inferences.
- Draw and label pictures related to a story or topic.

Beginning

- Respond orally to simple stories and texts read to them by answering factual comprehension questions using one or two words.
- Identify the basic sequence of events in text read to them, using pictures, key words, or phrases.
- Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).
- Understand and follow simple one-step directions for classroom-related activities.
- Respond to texts read to them, from a variety of genres, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

GRADE 2

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms, or elements (e.g., theme, plot, setting, characters).

English Language Development Standards

Advanced	<ul style="list-style-type: none"> Read and respond both orally and in writing to a variety of children's literature appropriate for Grade 2. Identify reasons for story events or characters' actions and justify with references to the text. <p><u>Grade 2 ELA Literary Response and Analysis Standards</u></p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p>3.3 Compare and contrast different versions of the same stories that reflect different cultures.</p> <p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p>
Early Advanced	<ul style="list-style-type: none"> Read and orally identify literary elements of plot, setting, and characters. Read and identify beginning, middle, and end of a story. Tell what characters are like based on what they say, what they do, and what other characters say about them. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).
Intermediate	<ul style="list-style-type: none"> Use expanded vocabulary and descriptive words for oral and written responses to simple texts. Read simple poetry and respond to factual comprehension questions using simple sentences.
Early Intermediate	<ul style="list-style-type: none"> Orally respond to stories by answering factual comprehension questions, using simple sentences. Orally identify setting, major characters, and important events using simple sentences and vocabulary. Recite simple poems.
Beginning	<ul style="list-style-type: none"> Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses. Draw pictures and use some key words to identify setting, major characters, and important events in a familiar story.

GRADE 2

Writing Strategies and Applications

ENGLISH LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus; Penmanship; Evaluation and Revision; Research and Technology;

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

English Language Development Standards

Advanced

- Produce independent writing using correct grammatical forms appropriate to Grade 2.
- Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
- Use the writing process to write clear, coherent sentences and paragraphs that maintain a consistent focus.

Grade 2 ELA Writing Standards

- 1.1 Group related ideas and maintain a consistent focus.
- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.
- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

Early Advanced

- Produce independent writing using consistent standard grammatical forms, but some rules may not be in evidence.
- Use descriptive words to write more detailed sentences appropriate for language arts and other content areas (e.g., math, science, social studies).
- Use the writing process to write short paragraphs that maintain a consistent focus.
- Write short narratives that include elements of setting, character and a clear series of events or ideas.
- Use a few adjectives, time order words, and conjunctions/connective words (e.g., *but, then, or, if, so*).

Grade 2 ELA Writing Standards

- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.
- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

GRADE 2
Writing Strategies and Applications

Intermediate	<ul style="list-style-type: none">• Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.• Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).• Following a model, use the writing process to independently write short paragraphs of at least three lines.• Write short narrative stories that include a setting and character(s).• Know a few adjectives, time order words, and conjunctions/connective words (e.g., <i>but, then, or, if, so</i>).• Write a friendly letter of a few lines. <p><u>Grade 2 ELA Writing Standard</u> 1.2 Create readable documents with legible handwriting.</p>
Early Intermediate	<ul style="list-style-type: none">• Write one to two simple sentences (e.g., "I went to the park.").• Write simple sentences about events or characters from familiar stories read by the teacher.• Write simple sentences using key words posted and commonly used in the classroom [e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday.")].
Beginning	<ul style="list-style-type: none">• Write a few words or phrases about an experience generated from a group story.• Write a few words or phrases about an event or character from a story read by the teacher.• Copy words posted and commonly used in the classroom.• Copy the English alphabet and (Arabic) numerals legibly.

GRADE 2

Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write with a command of standard English conventions appropriate to this grade level.

English Language Development Standards

Advanced	<ul style="list-style-type: none"> Produce writing that demonstrates a command of the conventions of standard English appropriate for Grade 2. Edit writing for grade-level-appropriate conventions. <p><u>Grade 2 ELA Written English Language Conventions Standards</u></p> <ol style="list-style-type: none"> Distinguish between complete and incomplete sentences. Recognize and use the correct word order in written sentences. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. Use commas in the greeting and closure of a letter and with dates and items in a series. Use quotation marks correctly. Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.
Early Advanced	<ul style="list-style-type: none"> Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). Edit writing for most grade-level-appropriate conventions. <p><u>Grade 2 ELA Written English Language Conventions Standards</u></p> <ol style="list-style-type: none"> Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).
Intermediate	<ul style="list-style-type: none"> Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms (e.g. subject/verb without inflections). Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections. Spell correctly most common sight words that have regular spelling patterns.
Early Intermediate	<ul style="list-style-type: none"> Capitalize the first word in a sentence, proper nouns, and the word <i>I</i>. Use a period or question mark at the end of a sentence. Use rhymes (word families) to spell words.
Beginning	<ul style="list-style-type: none"> Use capital and lowercase letters when writing own name (first and last). Copy the date in standard form.

GRADE 2

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies:

Comprehension, Organization, and Delivery of Oral Communication:

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics):

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

English Language Development Standards

Advanced

- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation appropriate for Grade 2.
- Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
- Listen attentively to stories/information/group discussions/oral presentations/conversations on new topics and identify key details and concepts both orally and in writing.
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., *"Give me a hand."*).

Grade 2 ELA Listening and Speaking Standards

- 1.3 Paraphrase information that has been shared orally by others.
- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.9 Report on a topic with supportive facts and details.
- 2.1 Recount experiences or present stories:
 - a. Move through a logical sequence of events.
 - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

Early Advanced

- Is understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
- Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.
- Listen attentively to information/group discussions/oral presentations/conversations on new topics and orally identify key details and concepts.
- Retell stories in greater detail including characters, setting, and plot.
- Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.

Grade 2 ELA Listening and Speaking Standards

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.4 Give and follow three- and four-step oral directions.
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.

GRADE 2
Listening and Speaking

Intermediate	<ul style="list-style-type: none">• Is understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).• Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.• Listen attentively to stories/information/group discussions/oral presentations/conversations and identify key details and concepts using both verbal and non-verbal responses.• Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.• Ask and answer instructional questions using simple sentences.• Restate and follow simple multi-step directions for classroom-related activities.
Early Intermediate	<ul style="list-style-type: none">• Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).• Orally communicate basic needs (e.g., <i>"May I get a drink?"</i>) and personal preferences.• Retell familiar stories and short conversations by using key words and phrases, appropriate gestures, and illustrative objects.• Ask and answer questions using phrases or simple sentences.• Understand and follow two-step directions for classroom-related activities.• Recite familiar rhymes, songs, and simple stories.
Beginning	<ul style="list-style-type: none">• Begin to speak with a few words or sentences, using some English phonemes and simple English grammatical forms (e.g., single words or phrases).• Independently use common social greetings and simple repetitive phrases (e.g., <i>"Thank you"</i>, <i>"Please"</i>).• Respond to simple questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).• Answer simple questions with one- or two-word responses.• Understand and follow one-step directions for classroom-related activities.• Understand the names of common locations, school personnel, and community workers.• Understand familiar environmental print from the school, the neighborhood, and the community.• Give personal information such as own first and last name and age.

Summary of English Language Development Standards Kindergarten–Grade 2

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Reading	Word Analysis	Follow along as the teacher reads. Read aloud simple words.	Read aloud an increasing number of English words and simple sentences.	Read aloud more complex words and familiar stories independently.	Read familiar stories silently and independently. Read aloud in a manner that approximates natural speech.	Decode stories and text independently. Read aloud fluently and accurately with appropriate intonation and expression.
	Comprehension	Respond orally to stories/ information read aloud using a few words and drawing. Identify basic sequence of events, make predictions/personal connections.	Respond orally to stories/ information read aloud using simple sentences. Identify basic sequence of events, make logical inferences/personal connections.	Read stories/ information and use simple sentences to make inferences/comparisons. Point out basic text features.	Read stories/information and use detailed sentences to identify main idea, cause/effect, and draw inferences. Group read/use basic text features.	Read literature and information and prepare a grade appropriate oral or written summary. Locate/use text features.
	Literary Response and Analysis	Answer factual questions; identify setting and characters using one or two words and pictures. Choral recitation of a poem.	Answer factual questions; identify setting and characters using simple sentences. Recite a simple poem independently.	Answer factual questions; identify setting, characters and plot using simple sentences. Read short poems.	Read and answer factual questions, identify literary elements using detailed sentences. Read short poems and identify basic elements.	Read and respond orally and in writing to a variety of children's literature. Compare/contrast literary elements. Describe elements of poetry.
Writing	Writing Strategies	Copy words posted and commonly used in the classroom.	Write simple sentences and commonly used phrases.	Following a model, independently write short paragraphs of three or more lines.	Use the writing process to write short paragraphs that maintain a consistent focus.	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.
	Writing Types	Write phrases about characters/events/facts from familiar text read aloud. Recognize friendly letter format.	Write simple sentences about characters/events/facts from familiar text read aloud. Use a model to write a friendly letter of a few lines.	Write sentences about characters/events/facts from familiar text aloud (some correct grammar). Use a model to write a longer friendly letter.	Write short narratives about characters/events/facts from familiar text read aloud (mostly correct grammar). Independently write a friendly letter.	Write short narratives that include characters/ events/facts (correct grammar). Independently write a friendly letter.
Written/Oral Conventions	Oral Conventions	Begin to speak with a few words using some English phonemes.	Begin to be understood when speaking (use of some standard English grammar/sounds).	Is understood when speaking (inconsistent use of standard English grammar/sounds).	Is understood when speaking (mostly standard English grammar/sounds).	Speak clearly and comprehensibly using standard English grammar, sounds and intonation.
	Written Conventions	Use capital letters when writing own name.	Use capital letters to begin sentences and proper nouns. Use a period or question mark.	Produce independent writing that is understood (use of grammar and conventions inconsistent).	Produce independent writing (grammar and conventions mostly correct).	Produce independent writing using correct English grammar and conventions.
Listening and Speaking	Listening Strategies	Respond to one-step classroom directions. Answer instructional questions using words/phrases.	Follow simple two-step classroom directions. Answer instructional questions using simple sentences.	Follow multi-step classroom directions. Ask/answer instructional questions; restate information using simple sentences.	Ask/answer instructional questions; restate information using some supporting elements.	Ask/answer instructional questions; restate information using detailed supporting elements.
	Speaking Strategies	Use common social greetings and simple repetitive phrases.	Participate in simple social conversations with peers on familiar topics.	Actively participate in social conversations and with peers and adults on familiar topics.	Actively participate in social conversations on new topics. Recognize appropriate ways of speaking based on purpose, audience and subject.	Negotiate/initiate social conversations. Speak appropriately based on purpose, audience and subject.
	Speaking Types	Retell simple stories/ events/ information using words, phrases, and gestures.	Retell simple stories/events/ information using simple sentences, gestures, and props.	Retell simple stories/events/ information using sentences (including characters, setting, plot).	Retell stories/events/information in greater detail (including characters, setting, plot).	Retell stories/events/information fully including appropriate literary elements, facts, and details.

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